

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter focuses on presenting the result of the study based on the observation and interview on the research finding. It concerns the implementation of teaching listening techniques for the first-year students at Bustanul Ulum English Center.

4.1 Research Findings

The findings of this study are presented based on the statement of the problem, "How is the implementation of teaching listening techniques for the first-year students at Bustanul Ulum English Center?". The data were collected from the result of observation and interview. The teacher applied several kinds of teaching techniques in listening.

4.1.1 The Implementation of Teaching Techniques.

Various kinds of teaching techniques are used by teachers in the learning process, namely, information transfer, paraphrasing, and translation, answering questions, summarizing, and filling in the blanks. These techniques are observed in the first, second, and third observations. Therefore, the teaching cycle is divided into three parts by the teacher: Pre-teaching, whilst-teaching, and the cycle after is post-teaching.

4.1.1.1 First Observation (Wednesday, 14 May 2019)

In the first meeting, the researcher observed the teacher's process of teaching listening in class. At the pre-teaching activity firstly, the teacher greeted all students as a form of greeting. Secondly, the teacher

leads all students to pray by reading basmalah together. Thirdly, the teacher instructed and lead students to read vocabulary at least 10 words with the aim that students recognized and memorized at least 10 new vocabularies each day. The last, the teacher stimulated students by telling students to make one sentence from the vocabulary students have read together. Then, if the students found the idea for the sentence, the teacher asked the students to come forward and wrote it on the board then read it. *(See observation field note page 38 line 4)*

Furthermore, in whilst-teaching, the teacher prepared audio and played one conversation with the theme "*reservation in the restaurant*". In this activity, the teacher demanded students to pay attention to the conversation carefully and filled in the blanks of the audio. The audio was played back three times, after that the teacher asked students to collect the results. After that, the teacher requested the students who were able to come forward and concluded the content of the audio they had listened to verbally. In this section, it was still very visible that some students were lack of vocabulary mastery because students still used Indonesian in the vocabulary they did not know. They asked the teacher then the teacher helped answer it. This summarizing technique was very helpful for students in the listening learning process to find out their understanding of the audio script provided by the teacher. *(See observation field note page 38 line 13)*

In post-teaching activities, the teacher concluded the material that had been learned from the beginning of the lesson to students with the aim that students could truly understand the material. The teacher leaded students to read regularly and irregular verbs together. The teacher closed the activity with greetings. (*See observation field note page 38 line 23*)

4.1.1.2 Second Observation (Friday, 16May 2019)

In the second observation, the researcher found several teaching techniques used by teachers in one meeting, namely; information transfer, summarizing and answering the question. In the pre-teaching, the teacher checked the enthusiasm of the students by reading regular and irregular verbs together. Then, the teacher told students about the topics they learned at the meeting. Therefore, students could prepare themselves to learn. (*See observation field note page 39 line 31*)

In whilst-teaching, the teacher provided a short story. Entitled "*Malin Kundang*". The teacher requested the students to pay attention to the short story. The teacher started playing the video and the students paid close attention. After the video finished, the teacher asked some questions related to the video. Students who could answer raised their hands and answered the questions from the teacher. Afterward, the teacher demanded one of the students to conclude the content of the video using English and then came forward. Thereafter, the teacher gave the students five minutes to summarize the contents of the video. If the student worked on the summary, the teacher asked the students to submit the results of the

summary. In this technique students looked very concerned about the contents of the video, some students tried to answer the questions that were given by the teacher. (*See observation field note page 39 line 37*)

In post-teaching, the teacher pointed out some of the students to come forward and retold the short story that the teacher had shown them using their own interpretation. The teacher allowed students to mix English with Indonesian if they found difficulties in vocabulary from the video. In this activity, three students were appointed to come forward by the teacher. In this observation, the researcher found that some of the advanced students still used Indonesian because the students lack of vocabulary mastery. (*See observation field note page 39 line 41*)

4.1.1.3 Third Observation (Saturday, 17 May 2019)

In the third observation the teacher asked some activities in the pre-teaching process there were; prayed by reading the basmalah together, and read 10 vocabularies before starting the lesson. Afterward, the teacher requested one of the students to and lead the others students to read some of vocabularies. One vocabulary was read repeatedly three times with the aim that students could repeat and memorize the vocabulary that students have read. (*See observation field note page 39 line 48*)

In whilst-teaching, the teacher applied a listening to the music strategy where the teacher provided a medium level of difficulty, the title of the song is "*Lily by Alan Walker*". In this part the teacher wrote the lyrics of the song perfectly (without removing part of the lyric) on the

board, the teacher instructed students to write the lyrics in each student's notebook. After that, the teacher replied to the song once and invited one of the students to come forward then, demanded the student to translate the lyric of the song from English into Indonesian using their own ideas. Afterward, the teacher told the student to conclude the entire contents of the song in their language. This paraphrasing and translating technique is very effective to use in learning listening to find out how sensitive students were to listen, how much mastery of vocabulary the students had memorized because in this technique the teacher instructed students to translate the lyric of song using their own understanding, and the last to know students' abilities in composing sentences. (*See observation field note page 41 line 53*)

In post-teaching activities, the researcher found that the teacher concluded the contents of the song to correct the translation errors made by the students who were asked to come forward by the teacher. After that, the teacher closed the activities by reading hamdalah together. (*See observation field note page 41 line 59*)

From the results of the research in the Bustanul Ulum English Center (BEC) which had been conducted three times. The researcher found several techniques used by the teacher in teaching listening. In one meeting the teacher used two to three kinds of techniques; such as in the first meeting. The researcher found the teacher applied the following techniques. The first was the answering question technique, the second,

paraphrasing and translating, and the third, filling in the blanks technique. At the first observation the teacher gave questions about the material they were going to learn, the teacher told the students to compose a sentence in order students could apply the vocabulary they memorized by applying it in arranged the sentence. On the other hand, the teacher also provided audio related to the subject. This technique was very effective in listening because it could make students participated in learning without any students being passive. *(See observation field note page 38 line 4)*

In the second observation, the researcher found the same techniques with the first observation, namely; the first was, answering the question, and the second was paraphrasing and translating techniques. In this observation the teacher provided a short story with the title "*Malin Kundang*", here students were asked to observe the contents of the story then retold it in front using their language. According to the researcher, it had a positive and negative side. On the positive side, students could learn to compose and translate sentences independently. The negative side was that not all students were told to compile sentences because the teacher only requested one of the students. Therefore, this made the class less effective. *(See observation field note page 39 line 41)*

At the last observation, the researcher found the same technique as the first and the second meeting. In this observation the teacher used three techniques, namely; the first was information transfer, the second was filling in the blanks, and the last one was answering the question. The

teacher provided audio with one of a popular song to attract students' attention and enthusiasm for learning. The teacher also wrote the lyric on the board. Therefore, the students could read it. Besides, the teacher removed some song's lyrics and told students to fill in the blanks according to the song played on the audio. This technique was very helpful in developing student vocabulary and also attracts students' attention to learning without feeling bored in the class.

In this study, the researcher supported the results of observations with interviews conducted with the teacher who was teaching listening in that class. The researcher asked questions by mixing Indonesian and English. The researcher allowed the teacher to answer questions in Indonesian or by mixing Indonesian and English to make it easier for both the researcher and the teacher to answer the questions. The researcher provided five questions taken from research instruments. The first question was "what were the reasons for using several types of techniques in teaching listening?". The following adds indicate; Q.1 means that the answer of the interview question.

"Sure, I use some techniques in each meeting for the student's don't feel bored in my class"(Q.1:line 2)

In this study, the researcher found five types of techniques used by the teacher who taught listening in step two class. These data were supported by teacher statements below;

"The techniques I use in teaching listening are; information transfer, paraphrasing and translating, answering questions, summarizing, and the last one is fill in the blanks" (Q.2:line 6)

Based on the observations, students felt very happy and enjoyed learning the material because the teacher always used interesting techniques in the class. This could be proved by the teacher's statement in the results of the interview.

"Well, the students respond to the techniques I use, it makes students enjoy, happy, and spirit. The students are habitual to the technique that I use. I think it is the usual technique for every teacher in other places"(Q. 3:line 10)

In the techniques that the teacher used, the teacher had a certain effort so that the techniques used to run successfully. This was proved from the results of the interviews conducted by the researcher and the listening teacher.

"Okay for the effort that I do to make the techniques successfully applied when using this technique first. I need preparation before teaching. If I don't prepare myself to use this technique for sure I will feel confused in class, not only feel confused with the technique that I use because I don't prepare it first. So all the teachers need preparation before they teach" (Q.4:line 15)

The teacher paid attention to every student who has a lower proficiency level in listening skill than others. If there were students who have a lower proficiency level in listening skill than other students, the teacher gave a private class so, that students could have a special time to learn and improved their knowledge, on the other hand, students could be concentrated fully on learning. It was based on the teacher's statement below;

"well, we have a privet class. In the private class, I can re-explain the material again until the student understands with the material they learned, in this time I also give them some tasks related to the topic"(Q. 5:line)

4.2 Discussion

After observing the techniques used by the teacher in teaching listening, based on the data above. The teacher used five types of techniques namely; information transfer, paraphrasing and translating, answering questions, summarizing, and filling in the blanks. These techniques were used by the teacher in step two class of students at Bustanul Ulum English Center. However, the teacher used several types of teaching techniques in listening to make teaching-learning more effective, efficient, and fun. therefore, the students didn't get bored easily in class. The techniques ere special activity use in the teaching-learning process by using methods that are consistent and by the approach (Goh and Taib, 2006).

From the research finding, the teaching technique used by the teacher was information transfer. This technique was used to provide information obtained by one student to other students. so that, they could exchange the information and understanding of the material they got from the book or the teacher's explanation. Therefore they could get additional information from other students about the description and content of the learning topics they were learning. Information transfer techniques in teaching English here the students have to present written or oral texts provided by the teacher incomplete. therefore, students have to look for additional information independently from the book and then present it in front (Anwar, Naro, and YT 2017).

The other techniques used by the teacher were paraphrasing and translating. This was a technique where the students have to rewrite the material they had listened to from the audio by using another language or their own interpretation independently. This technique is classified in post-teaching activities where students have to rewrite listening texts using their own words (Escudero, Fuertes, and Lopez 2019) Therefore, students could develop the material they had listened to from the audio with their knowledge.

Hereafter, the teacher used answering question techniques in teaching listening. This technique was used by the teacher to improve students' abilities in listening. Besides, students could expand their knowledge and be able to answer the question to the other person well or respond to the material they get from audio. The answering question was the process of receiving, constructing meaning to oral or written messages (Chen, 2002).

The next technique chosen by the teacher was summarizing the technique. This technique was used by the teacher for students could change the material they got verbally, tasks or from the audio which they thought difficult to be easier and more concise. so that, students could be easily re-learn from the results of the summary. This technique was very helpful to improve the students' comprehension skills in listening. Besides, summarizing could make students learn to develop material that students have learned and change it into their own ideas and students' understanding. Summarizing was very helpful for the teacher to show the students' understanding of obtaining new information from material that students have learned in class. Besides, with the summarizing technique, students will try to develop the original material and change it to an easier and shorter version (Carrier, 2003).

The last technique was filled in the blanks. This technique is widely used by teachers in various types of schools. In this technique, students were given a paragraph or dialog which was partially omitted. Then, the students were required to fill the blanks in the passages with the correct answer. This technique used by the teachers in teaching listening, students were given blanks text. Afterward, the teacher asked to fill in the blanks text with the correct words and following the material context in the form of paragraphs or dialogue from the audio they had listened to (Harmer, 1998).